

Greenwood County School District 52

# Technology Plan

July 1, 2012 - June 30, 2017



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## District Profile

With an ever-increasing level of achievement, a commitment to improving facilities, an emphasis on literacy, and a focus on improved health, Ninety Six School District positively impacts the lives of students and the surrounding community. Students, parents, school leaders, teachers, and support staff work together daily to reach higher levels.

With free and reduced lunch counts of 66.93% and being considered a rural district, it has an E-rate discount of 72% for 2008-09. The dropout rate is 1.2% and has a graduation rate of 89.9% according to the school report card computations. ESL is below 1%..

School	Grades Served	Enrollment	Poverty
Ninety Six Primary	PreK-2	386	53.97
Ninety Six Elementary	3-5	371	49.63
Edgewood Middle	6-8	371	47.55
Ninety Six High	9-12	460	40.69
District	2452	1588	47.49

The district uses both summative and formative assessment to measure student learning/performance/progress. Summative assessments include the following: PASS- a state assessment administered each spring to all students in grades 3-8. PASS assessments include English Language Arts, Writing, Mathematics, Science and Social Studies. PASS scores include Not Met, Met, and Exemplary High School Assessment Program (HSAP) an exit exam administered by the state and End of course Examination Program (EOCEP).

All of these summative assessments are used as accountability measures for schools and districts in South Carolina.

The district also uses formative assessments throughout the year to measure student learning, performance, and progress. Examples of formative assessments include NWEA Measures of Academic Progress ( MAP) and teacher-made tests.

In February of 2008, the South Carolina Department of Education's Office of School Facilities closed two wings in our High School (fifteen of our thirty classrooms) due to structural integrity issues, students were transported to the Ninety Six Resource Center at the Primary school for classes. During these fourteen days, twenty portables were set up to house the students and teachers who were displaced. We have settled into our new "learning cottages" and the instructional process continues.

Greenwood 52 voters have approved the building of a new middle school, high school combination complex. The process for building this new complex is underway and we plan to occupy by the 2012-2013 school year.

## **Executive Summary**

This five-year district technology plan is designed to guide the implementation of technology in the district. Students will be provided opportunities to utilize a variety of technology as part of their learning, and will increase their level of technological competency. There will be a significant concentration on assuring updated equipment and providing teachers with laptops, projectors, interactive whiteboards, tablets and other instructional technology. In order to assist in the integration of this technology into their instruction, professional development will be offered and a comprehensive system will be used to promote technology competency. Web sites and other innovative electronic means will be used to improve community and parental communications. The district will facilitate this infusion of technology with a full information technology department to provide support. The district will also maintain robust networks and internet connectivity, and an extensive range of systems to protect resources. Administration, operations, and other supporting services will be provided required resources, upgrades, and communication systems to effectively and efficiently meet their assigned mission.

The Technology Plan will be evaluated yearly and modified as needed.

## District Needs Assessment

A needs assessment was conducted in the spring of 2012 and the following information was obtained. A response of “1” indicated that this is not a barrier at all and a response of “5” indicates this is a significant barrier. Based on their responses, no item averaged over a three (3) rating, which means that none of the items listed are seen as barriers to using technology in the classroom. It is notable that approximately one-fifth of the respondents felt that not enough planning time to plan technology lessons was a great barrier.

<b>What are the Barriers to Using Technology in Instruction?</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N</b>	<b>Avg</b>
Limited Access to up-to-date computers and technology	25%(20)	21%(17)	32%(26)	10%(12)	9%(7)	<b>80</b>	<b>2.6</b>
Not enough instructional software	29%(23)	34%(27)	25%(20)	8%(6)	5%(4)	<b>80</b>	<b>2.3</b>
Too much down time when equipment malfunctions	14%(11)	25%(20)	21%(17)	29%(23)	12%(10)	<b>80</b>	<b>3.1</b>
Not enough training opportunities	22%(18)	22%(18)	30%(24)	20%(16)	5%(5)	<b>80</b>	<b>2.6</b>
Don't know how to integrate technology	29%(23)	36%(29)	22%(18)	8%(6)	8%(6)	<b>80</b>	<b>2.4</b>
Not enough planning time to plan lessons	18%(14)	24%(18)	28%(22)	10%(8)	21%(17)	<b>80</b>	<b>2.9</b>
Lack of instructional support for technology projects	19%(15)	38%(30)	28%(22)	9%(7)	9%(7)	<b>80</b>	<b>2.6</b>
Lack of technical support for technology projects	16%(13)	34%(27)	25%(20)	19%(15)	8%(6)	<b>80</b>	<b>2.7</b>
Lack of faculty recognition for integration efforts	39%(31)	25%(20)	22%(18)	8%(6)	6%(5)	<b>80</b>	<b>2.2</b>
Lack of availability for printing	38%(30)	25%(20)	21%(17)	8%(10)	6%(5)	<b>80</b>	<b>2.2</b>
Speed of Internet access	36%(29)	26%(21)	16%(13)	11%(9)	10%(8)	<b>80</b>	<b>2.3</b>
<b>Total Respondents</b>							<b>80</b>

When asked about the technology equipment, teachers felt the district should provide other than computers, Interactive Whiteboards, mounted projectors, printers, software, laptops, iPads and visual presenters led the way.

## **District Vision and Mission Statements**

### **Greenwood County School District 52 Mission Statement**

**Our Mission is to build a community of learners in a positive, safe environment who are prepared to be successful in life.**

### **Technology Vision Statement**

All students, teachers, and administrators will be equipped with the tools, training, and support necessary to utilize technology to enhance learning, increase productivity, access information, and communicate with others. Students will be productive citizens in a society increasingly intertwined with technology through proficient use of technology. Staff will be empowered with technological tools and skills that enable them to provide relevant educational opportunities.

## District Technology Budget (Estimate of Yearly Budget)

The districts estimated budget and expected expenditures from the budget based on the 2011-2012 school year budget. This does not include various curriculums and other funding available that may be used to purchase additional computers, programs, and related equipment. Maintenance and operations provided needed electrical connections and upgrades.

### Greenwood County School District 52 Technology Budget

#### Local

\$70,585.00	Computer Lease Agreements
\$12,100.00	Supplies
\$51,500.00	MAP etc

#### Federal

\$3,729.75	Staff Development
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#### EIA

\$25,000.00	Prometh. Boards/accessories
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## Technology Dimension 1: Learners and their Environment

### A. Snapshot of Current Technology Use in District

Ninety Six School District schools have 99% of the classrooms wired with one or more computers available for student and/or teacher use. The High School “learning cottages” have wireless access with one computer connected to the network. Students have many opportunities to access technology and the complexity of their interaction increases with their grade levels. The structure for this is provided primarily through each school. Computer labs are available to students in each elementary and middle schools with an assistant for curriculum work. The Middle School has a second lab to allow students access to instructional software. The high school has 3 labs, 2 labs are for IBA instruction and one lab is open for teachers to schedule time for student use. All district classrooms are equipped with electronic whiteboards, projectors and either desktop or laptop.

### B. Overall Goal for This Dimension

Students in Ninety Six School District will be technologically literate by the end of the eighth grade and will use real life applications in grades 9 – 12.

**C. Objectives, Strategies, and Action List to Reach Goal**

<b>Objectives</b>	<b>Strategies</b>
1.1. All grade levels of students will have technology skills that will be acquired and demonstrated.	<ol style="list-style-type: none"><li>1) Primary and Elementary students will have time in the computer labs and in classrooms to work on technology skills.</li><li>2) Technology skills will be integrated in to the expectations of all content areas.</li><li>3) Teachers will have resources at their fingertips to teach technology concepts and “how-to” skills.</li><li>4) Ensure the programs support keyboarding proficiency by the eighth grade.</li><li>5) Assistive technology will be in the schools to aid special needs with use of technology.</li></ol>
1.2. Students in grades 9-12 will demonstrate real life use of technology skills.	<ol style="list-style-type: none"><li>1) High School curriculum realigned so that keyboarding can be assumed at the high school level.</li><li>2) Higher level technology skill classes are available to our Students at the Frank Russell Career Center and through Project Lead the Way held at the High School.</li><li>3) Assistive technology will be in the schools to aid special needs students with use of technology.</li></ol>

**D. Implementation Action Steps for Districts and Schools**

1. Have staff development for staff so that they understand the student technology standards.
2. Work with elementary administrators to ensure that schedules allow for adequate time in the computer lab.
3. Work within the vertical team structure to ensure technology components are addressed in each content area and each grade level.

**E. Funding Considerations for District and Schools**

1. Lesson Plan materials for the computer labs – existing funding
2. Skill development materials for the classroom – existing funding
3. Technology refresh funding so all equipment is up to the requirements in local, federal, and state funding.



## F. Evaluation of Objectives

Strategies	Possible baseline data and data sources for evaluation.
Elementary students will have time in the computer labs and in classrooms to work on technology skills. The district will use the state provided assessment when available for middle school.	Use survey until assessment is available from the state, then use actual performance data.
Technology skills will be integrated in to the expectations of all content areas.	Survey of teachers
Teachers will have resources at their fingertips to teach technology concepts and “how-to” skills.	These will be developed during 12-13 school year.
Ensure the programs support keyboarding proficiency by the eighth grade.	End of course test for all eighth graders using state assessment
Assistive technology will be in all schools to aid special needs with use of technology.	Report from Special Services on need compared to actual special resources provided. Read/Write gold purchased 08-09 school year and the license has been maintained. Ipods, Ipad and other software has been purchased
.	

### Evaluation of Dimension 1: Instructional Capacity

[illegible]

## Technology Dimension 2: Professional Capacity

### A. Snapshot of Current Technology Use in District

Teachers in the district currently have a widely varying range of technology expertise both in basic computer skills as well in their ability to integrate the technology into their day-to-day instruction. The state ePortfolio system is used. The 08-09 school year was the first year that teachers were expected to complete the online test. Of 120 that took the test 97 made 80% or higher.

Teachers by Proficiency Assessment Level		
Level	# of Teachers	%
Level 1	97	81

### B. Overall Goal for This Dimension

Ninety Six School District will provide on-going staff development to increase the technology proficiency of all staff so that all staff members can use instructional technology in the schools.

### C. Objectives and Strategies

Objectives	Strategies
2.1. All District teachers will acquire and demonstrate technology proficiency based on the ISTE-A or the ISTE-T or district defined technology skill sets.	<ol style="list-style-type: none"><li>1) Staff will take the SDE ePortfolio Assessment each year, which will place them on a proficiency level.</li><li>2) Beginning with the first recertification period beginning in 2007 or later, teachers will have a 5 –year window to take either a 3-hour technology course or earn 60 recertification credit points in technology. We currently have 2 options available in district. Intel and Putting It All Together</li></ol>

## D. Implementation Action Steps and Funding Considerations

- 1) Each principal will assure teachers participate through meetings, training, monitoring the recertification renewal program to meet the requirements of the technology proficiency (existing funding).
- 2) Provide training opportunities for staff (existing funding).

### E. Evaluation of Objectives

All teachers will take the ePortfolio assessment each year. Possible baseline data are teachers participation in ePortfolio system. Possible data sources are Percent of continuing teachers participating in the ePortfolio system, percent of teachers at Level III or improving, number of hours of training, percent of schools.

## Evaluation of Dimension 2: Instructional Capacity

[illegible]

## Technology Dimension 3: Instructional Capacity

### A. Snapshot of Current Technology Use in District

School	Networked desktop computers	Networked laptop	Promethean Boards	Projectors	iPads in LL
Ninety Six Primary	86	8	30	30	30
Ninety Six Elementary	140	24	25	25	30
Edgewood Middle School	122	71	27	27	30
Ninety Six High School	132	25	35	33	30
<b>Total</b>	<b>480</b>	<b>128</b>	<b>117</b>	<b>115</b>	<b>120</b>

### B. Overall Goal for This Dimension

District will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

### C. Objectives, Strategies, and Action List to Reach Goal

Objectives	Strategies & Implementation
3.1 Each school will have two updated labs. One will be staffed by a trained instructional assistant and the other will be for teachers to schedule their classes, or will consist of a portable laptop cart that can be used in the room..	<ol style="list-style-type: none"> <li>1) Purchase labs for schools</li> <li>2) Replace old computers in labs. This will be an ongoing initiative and will be done on a yearly basis with one lab per year being upgraded through local funds and other labs as grants and other funding is available.</li> <li>3) Add additional lab as building program allows addition of new classrooms</li> </ol>
3.2 Facilitate on-line streaming or downloadable digital content on an “on demand” basis to provide teachers with a rich multimedia source of instructional video and materials	<ol style="list-style-type: none"> <li>4) Provide infrastructure to support ETV’s digital content (ETV,ITV,etc),being digitally transmitted through the network. Purchase switches for Elementary and Primary during 12-13 school yr. Middle and High school will receive appropriate equipment when the</li> </ol>

new building is complete in 2012.	
3.3	<p>Provide teachers with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning.</p> <p>5) Provide all teachers with Interactive whiteboards with projectors.08-09</p> <p>6) Provide teachers with laptops and create a budget for a replacement cycle for laptops that are already in place.</p> <p>7) Add additional items as needed to help support use of white boards. (activ slates</p>
3.4	<p>Each classroom computer will be replaced with an up-to-date computer on a first-in/first-out basis and multiple computers in classrooms will be installed as determined at the school level.</p> <p>8)The oldest computers will be replaced and additional equipment will be added as funds are made available through state provided funds and/or through other various funds when available to the district.</p>
3.5	<p>Provide necessary infrastructure to support above</p> <p>10)Install Layer III switches as the MDF of each school and District Office to support multicasting.</p> <p>Install wireless back bone to support devices used 2012-2013</p>

#### **D. Implementation Action Steps and Funding Considerations**

- 1) Purchase new labs at one per year (\$40,000 state, federal, or local).
- 2) Lease labs and computers on a 3 year cycle (\$200000).
- 3) Purchase internal streaming server (new funding request)
- 4) Maintain support ETV streaming initiative (existing funding, ETV funding)
- 5) Replace oldest computers as leases expire.
- 6) Develop procedures, purchase, and issue laptops to teachers using replacement cycle funds and other local or state funds (see #2 above).

#### **E. Evaluation of Objectives**

Each of these objectives and be measured by the actual installation of services and equipment indicated in the Action Steps based on invoice documentation.

### Evaluation of Dimension 3: Instructional Capacity

[illegible]

## Technology Dimension 4: Community Connections

### A. Snapshot of Current Technology Use in District

School	Networked desktop computers	Networked laptop	Promethean Boards	Projectors	iPads in LL
Ninety Six Primary	86	8	30	30	30
Ninety Six Elementary	140	24	25	25	30
Edgewood Middle School	122	71	27	27	30
Ninety Six High School	132	25	35	33	30
<b>Total</b>	<b>480</b>	<b>128</b>	<b>117</b>	<b>115</b>	<b>120</b>

### B. Overall Goal for This Dimension

District 52 schools will use technology to create more partnerships with the community and parents to help increase student achievement.

### C. Objectives and Strategies

Objectives	Strategies
1.1 Improve teacher communication with students and parents	1) The district will provide a system for teachers to easily post information on an individual teacher web page -Schoolwires 2) Teachers will be trained on how to use the system and ways to maximize the instruction impact of a web system.
1.2 Allow parents and students access to computers and internet after hours and during summer vacation	3) Keep school libraries or parenting center open with computers available 30 minutes each day and two half-day periods during the summers.
1.3 Provide a method for schools to be able to contact parents and students	4) Use current call system for special announcements and emergency announcements at schools.

	5) Use current teacher web-pages to post homework and projects.
1.4 Provide a full featured web page for each school and the district to inform parents of news, schedules, menus, and other programmatic and athletic activities.	6) Maintain server and hosted site web presence. School web pages will be updated on a regular basis.
1.5 Evaluate the need and cost effectiveness of a parent portal which would securely provide parents with information about their children through a web or phone interface.	7) Parent Portal implemented 11-12 school year

#### **D. Implementation Action Steps and Funding Considerations**

- 1) Procure and contract with a company to provide web hosting and content management of the district and each schools website which includes the ability for teachers to create a full-functioned multi-page web site. (Existing funding)
- 2) Provide ongoing training to teachers on web page design, how to use the software, and provide information on how to maximize parental/community connection and collaboration. (Existing funding)
- 3) Open the libraries or parenting center two half-day a week during the summer and 30 minutes before or after school during the rest of the year. ( funding would need to be budgeted)
- 4) Implemented the service provide more information to parents. Emergency calls, and special program announcements. ( Existing Funding)
- 5) Provide “webmaster’s” at each school to maintain school core web pages. Continue to train so that websites for schools are a consistent information source for parents and community.(Existing funding)



## E. Evaluation of Objectives

Possible baseline data and/or data sources are: teacher and parent surveys, content management system reports which show the number of teachers with web pages, actual invoices, and/or equipment inventories.

### Evaluation of Dimension 4: Community Connections

[illegible]

## Technology Dimension 5: Support Capacity

School	Networked desktop computers	Networked laptop	Promethean Boards	Projectors	iPads in LL
Ninety Six Primary	86	8	30	30	30
Ninety Six Elementary	140	24	25	25	30
Edgewood Middle School	122	71	27	27	30
Ninety Six High School	132	25	35	33	30
<b>Total</b>	<b>480</b>	<b>128</b>	<b>117</b>	<b>115</b>	<b>120</b>

### B. Overall Goal for This Dimension

The district will support technology users, provide and maintain hardware and software support which allow the effective and efficient use of technology in administration, teaching, learning, and support activities.

### C. Objectives, Strategies, and Action List to Reach Goal

Objectives	Strategies
1.1 Maintain systems, upgrades, and provide user technical support	1) Provide district technical support personnel necessary to install and maintain technology
1.2 Evaluate/upgrade network infrastructure as needed to provide faster network connections, better functionality, and more efficient management of workstations	2) Replace/upgrade hardware and network software. 3) Evaluate and implement new software and network enhancements to provide for security, efficiency, performance, and/or redundancy.
1.3 Provide efficient and effective telecommunication capability	4) Upgrade and replace telephone systems to increase communication functionality.
1.4 Protect district data and assets	5) Provide antivirus, anti-spam, and network security to all systems and data. 6) Implement a robust backup strategy

	to protect the district's information resources and for disaster recovery
1.5 Provide and maintain a high-speed WAN and fast connection to the Internet.	7) Upgrade Internet to faster speeds as the current 10 Mbps is reaching capacity daily.
1.6 Assure adequate bandwidth by analyzing that traffic is appropriate for educational use.	8) Evaluate traffic using monitoring tools. Make firewall and content filter adjustments as needed.

#### **D. Implementation Action Steps and Funding Considerations**

Note: E-rate funds will be used where available to assist in purchasing any of the services or equipment.

- 1) Continue to employ a technology department staff (District funds, as needed)
  - A. Director of Technology
  - B. Technology Specialist
  - C. Monitor pay scale to assure competitive salaries are paid in district.
  - D. Evaluate need for additional staff as additional equipment and programs are added.
- 2) Maintain an equipment replacement cycle which was phased in beginning in 2003 of replacing equipment as needed or on the following rates per year. Existing funds including superintendent provided funds, budgeted technology local funds, state funds, erate reimbursements, federal funds, and curriculum funding.
  - A. Maintain comprehensive inventory of equipment and resources
  - B. Instructional computers: (3 year cycle).
  - C. Administrative computers: 3 year cycle (District, state, local technology funds).
  - D. Switches, network hardware: 15% (District, state, local technology funds)
  - E. Servers: 20% (District, state, local technology.
  - F. Expand and upgrade virtualization of servers
- 3) Evaluate need for software and hardware and provide needed resources (existing funding as in item 2)
  - A. Maintain LightSpeed Total Traffic control
  - B. Maintain Firewall
  - C. Add/maintain all core switches upgraded to layer III
  - D. Support ETV in streaming initiative
  - E. Install *unitedstreaming* media server or similar "on demand" video
  - F. Develop a full archival/disaster recovery plan.
- 4) Upgrade phone systems (New funds or existing funds as needed)
  - A. Evaluate need for upgrades on ongoing basis.

[illegible]

## Acknowledgements

Appreciation is given to the following individuals who have contributed to the planning process of this plan with recommendations, comments, and/or participation in meetings.

	Teacher or Instruction	Parent	Administrator	Media Specialist	Technology Staff	Community Member
Rhonda McDowell	X		X			
Jennifer Madden					X	
Tammy Allison					X	
JoAnne Campbell			X			
Rex Ward			X			
Scott Parker			X			
Ronnie Peeler			X			
Pat Mackin						X
Fitz Sprowl	X					
Jill Bailey	X					
Sharon Ming		X				
Brad Boggs		X				
Johnnie Mae Graham		X				
Melissa Marbert		X				
Joy Lecompte		X				
Patrick Moore		X				
Ray Jackson		X				
Tara Harris		X				
Tracy Harter		X				
Kara Chastain		X				
Jillian Goff	X					
Gina Koone	X					
Lynn Young		X				
Diane Bishop		X				
Leitreanna Brown		X				
Pattie Hester	X					
Doug McGinnis	X					
Robin McKellar		X				
Debbie Harris						X
Lesa Ball						X
Kelley Fisher			X			
Charles Floyd	X					
Wally Hall			X			
Jane Calhoun			X			
Thomasenia Goode						
Mark Allison		X				

	Teacher or Instruction	Parent	Administrator	Media Specialist	Technology Staff	Community Member
Shameka Brown		X				
James Coffman		X				
Eric Graves		X				
Amy Lawson		X				
Charlene Louden	X					
Brook McSwain		X				
Cathy Piland		X				
Sue Walker						X
Lyn Wolfe				X		

## Cumulative Benchmarks

June 2009	<ol style="list-style-type: none"> <li>1. Swap out Leased computers at Primary School</li> <li>2. Swap out Leased computers at the Elementary School</li> <li>3. Ninety Six Primary Project</li> <li>4. Upgrade content management system</li> <li>5. Install core switches in areas that have not been updated</li> </ol>
July 2009	<ol style="list-style-type: none"> <li>6. All contracted network cabling complete</li> <li>7. Swap out Leased computers at the Middle School</li> <li>8. Swap out Leased computers at the High School</li> <li>9. Server for Powerschool complete</li> </ol>
August 2009	<ol style="list-style-type: none"> <li>10. Letters to parents about updates to website and how they can sign in</li> <li>11. Review and upgrade Backup Plan</li> </ol>
September 2009	<ol style="list-style-type: none"> <li>12. Map Testing</li> </ol>
October 2009	<ol style="list-style-type: none"> <li>13. Complete full inventory of equipment</li> <li>14. Evaluate Internet/WAN bandwidth needs</li> <li>15. Train Technology Director for Powerschool</li> </ol>
November 2009	<ol style="list-style-type: none"> <li>17. Begin training other staff for Powerschool (tentative)</li> </ol>
December 2009	<ol style="list-style-type: none"> <li>18. Map testing</li> </ol>
January/February 2010	<p>Move from SASI to Powerschool Map testing Primary EOC Testing online</p>
March 2010	
April 2010	Map testing
May 2010	<p>Test 8<sup>th</sup> grade on Tech proficiencies EOC Testing online</p>
June 2010	Cycle refresh of computer workstations by schedule
June 2011	Cycle refresh of computer workstations by schedule
July 2011	<p>Replace all projectors with mounted short throw models Primary School</p>
August 2011	4 iPad carts- 1 per school purchased

## **Appendix 1: No Child Left Behind Action Plan**

Provide narratives for each of the twelve items in part C of the “Guidelines for District Technology Plans” section of the South Carolina State Technology Plan 2003–08: “C. The No Child Left Behind Act (NCLBA), the reauthorization of the Elementary and Secondary Education Act that was enacted in January 2001, sets forth new requirements for state and school district technology plans. In addition to mandating that each district have a current and approved technology plan that meets all state and federal requirements, the NCLBA (Title II, Part D: Enhancing Education through Technology, Section 2414, Local Applications) requires that in order for a school district to apply for competitive and formula grants under the Act, that district’s technology plan must contain the following specific narratives:

1. A description of how your district will use federal funds including Enhancing Education through Technology (E2T2) competitive and/or formula funds to improve the academic achievement, including the technology literacy, of all students attending the schools served and to improve the capacity of all teachers teaching in these schools to integrate technology effectively into curricula and instruction.

The district will use E2T2 funds to provide staff development for improved instruction. This will include training specific to electronic whiteboards, Microsoft office 2007, and software that is specific to each school. All of these enhancements have been shown to have a positive impact on student achievement.

2. A description of your school district’s specific goals for using advanced technology to improve student academic achievement aligned with challenging state academic content and student academic achievement standards. This explanation should include a description of the curriculum and teaching strategies that integrate technology effectively into curricula and instruction, based on an intensive review of relevant research.

The methods and equipment outlined in question one have been shown to improve engagement and student achievement. The district uses the NWEA MAP tests three times during the year to provide teachers detailed feedback on how their class is performing on each instructional area. The district provides teachers and administrators with help in using data from the MAP test ( Gloria).

3. A description of the steps your district will take to ensure that all students and teachers in schools served by the local education agency have increased access to educational technology.

Funds are distributed to schools on an equitable basis except where specific funding is directed toward specific targeted populations by the funding source.

4. A description of how your district will use the E2T2 competitive and/or formula funds (including the combining of these funds with monies from other federal, state, and/or



local sources) to help ensure that students in high-poverty and high-needs schools have access to technology and to ensure that teachers are prepared to integrate technology effectively into curricula and instruction.

The district schools have from 40% to 54% poverty and the funds will be assigned to serve those populations.

5. A description of how your district will provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel serving the local education agency, to further the effective use of technology in the classroom or library media center, including, if applicable, a list of the entities that will be partners with the local education agency involved in providing the ongoing, sustained professional development.

The district uses the S. C. Department of Education ePortfolio system for teacher assessment and monitoring. All continuing teachers have to participate in six hours yearly of technology training which is conducted during ongoing professional development opportunities.

6. A description of the type and costs of technologies to be acquired for your technology program through the use of E2T2 competitive and/or formula funds, including supporting sources such as services, software, and digital curricula. Your explanation should include specific provisions for interoperability among the components of such technologies.

See response to question one above. This equipment will all be compatible with school, district, and state programs and systems. All purchases are monitored and procured through the district Technology Department in order to assure interoperability.

7. A description of how your district will integrate technology (including software and other electronically delivered learning materials) into curricula and instruction to support standards-based learning and provide a timeline for such integration.

We currently use standards based software at the Primary and Elementary school such as Odyssey that is directly linked to our NWEA MAP scores. This assigns the lessons for students based on their map scores. Other software is used in the district, such as Reading Plus, Study Island, Successmaker and Nova Net that offer the use of technology to support standards.

8. A description of how your district will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources.

The district allows teacher to write mini-grants for technology which describe their innovative plans for the technology, their ability to utilize the resources and/or participate in training, and the expected student outcomes. Virtual learning is used in the district.

9. A description of how your district will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education. Explain how these strategies will allow parents to reinforce at home the instruction their child receives at school.

Each School will implement a technology night where this is described under Dimension 4: Community Connections. The district also is implementing an extensive "Be There" campaign to get parents more involved in their children's education. All available hardware and software will be demonstrated.

10. A description of how programs in your district will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology.

Greenwood 52 and the Adult Education staff of Greenwood 50 continue to work closely to develop these collaborations and plan the use of technology together.

11. A description of the process and accountability measures that your district will use to evaluate the extent to which the activities in your technology plan, including those activities funded under the E2T2 program, are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging state academic content and student academic achievement standards.

The district monitors the student performance of students using the MAP (NWEA) testing through three administrations yearly. These results are monitored by student, classroom, grade level, grade, and school. Any special programs implemented can also be monitored using this level of student achievement. Electronic web-forms and surveys are also used to obtain survey responses through the district's web site.

12. A description of the supporting resources (such as services, software, other electronically delivered learning materials, and print resources) that will be acquired to ensure successful and effective uses of technology.

The district has adopted a budget which allows for a robust infrastructure throughout the WAN and connectivity to the Internet, and has over 600 computers, a 3-year replacement cycle of computers, servers, switches and other network equipment. All networking software and gateway equipment and services updated as needed.

## **Appendix 2: Teacher Technology Proficiency Proviso**

### **Professional Development Plan**

The district has adopted the ePortfolio system provided by the S. C. Department of Education. See the description of the District's under "Dimension 3: Professional Capacity"

## Appendix 3: Acceptable Use Policy

The district's acceptable use policy is available on-line in the policy manual at:

<http://www2.greenwood52.org/board/boardpolicy.htm>

## Appendix 4: How E-Rate Areas Have Been Addressed

Part B of the "Guidelines for District Technology Plans" section of the South Carolina State Technology Plan 2003–08 includes the following five E- rate areas. The Telecommunications Act of 1996 stipulates the following:

**1. The district technology plan must establish clear goals and a realistic strategy for using telecommunications and information technology to improve education and library services.**

The plan does identify goals and realistic strategies under each Dimension.

**2. The district technology plan must have a professional development strategy to ensure that staff members know how to use the new technologies to improve education.**

One of the strengths of the district's technology plan is that it does include a strong professional development component. See "Dimension 3: professional Capacity."

**3. The district technology plan must include an assessment of the telecommunications services, hardware, software, and other services that will be needed to improve education.**

These items are listed throughout the plan.

**4. The district technology plan must provide for a sufficient budget to acquire and maintain the hardware, software, professional development, and other services that will be needed to implement the strategy for improved education. Specifically, how does the district intend to fund those items of equipment, software, services, and training *not* covered by the E-rate discount? It is recommended that a plan for hardware refreshment be built into all district technology plans.**

The technology budget does cover the items listed in the plan including additional services needed to implement the strategies and action steps. Some of the funding is based on expected revenue from state and other sources and funding for those steps are not within the control of the district.

**5. The district technology plan must include an evaluation process that enables the district and its schools to monitor progress toward the specified goals and make**

**midcourse corrections in response to new developments and opportunities as they arise.**

There is an evaluation process at the end of each Dimension. This will be used to evaluate the progress and will guide adjustment to the plan as it is reviewed on a yearly basis.

## **Appendix 5: District Survey**

<b>School</b>	<b>Networked desktop computers</b>	<b>Networked laptop</b>	<b>Promethean Boards</b>	<b>Projectors</b>	<b>iPads in LL</b>
<b>Ninety Six Primary</b>	<b>86</b>	<b>8</b>	<b>30</b>	<b>30</b>	<b>30</b>
<b>Ninety Six Elementary</b>	<b>140</b>	<b>24</b>	<b>25</b>	<b>25</b>	<b>30</b>
<b>Edgewood Middle School</b>	<b>122</b>	<b>71</b>	<b>27</b>	<b>27</b>	<b>30</b>
<b>Ninety Six High School</b>	<b>132</b>	<b>25</b>	<b>35</b>	<b>33</b>	<b>30</b>
<b>Total</b>	<b>480</b>	<b>128</b>	<b>117</b>	<b>115</b>	<b>120</b>